



**COUNSELING AND ADVISEMENT/TRANSFER CENTER
STUDENT SERVICES ANNUAL
PROGRAM REVIEW 2015-2016
AND PLAN 2016-2017**

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1. Program Mission/Description:

Program Mission and Relationship to College Mission:

The Counseling and Advisement/Transfer Center (The Center) supports Citrus College's mission by helping students realize their full academic potential. The Center's primary objective is to provide opportunities for students to clarify their values and goals so they can make informed decisions about their academic, career, transfer, and life pursuits. The Center is also dedicated to cultivating future leaders by providing students encouragement and support towards achieving their goals.

Program Description:

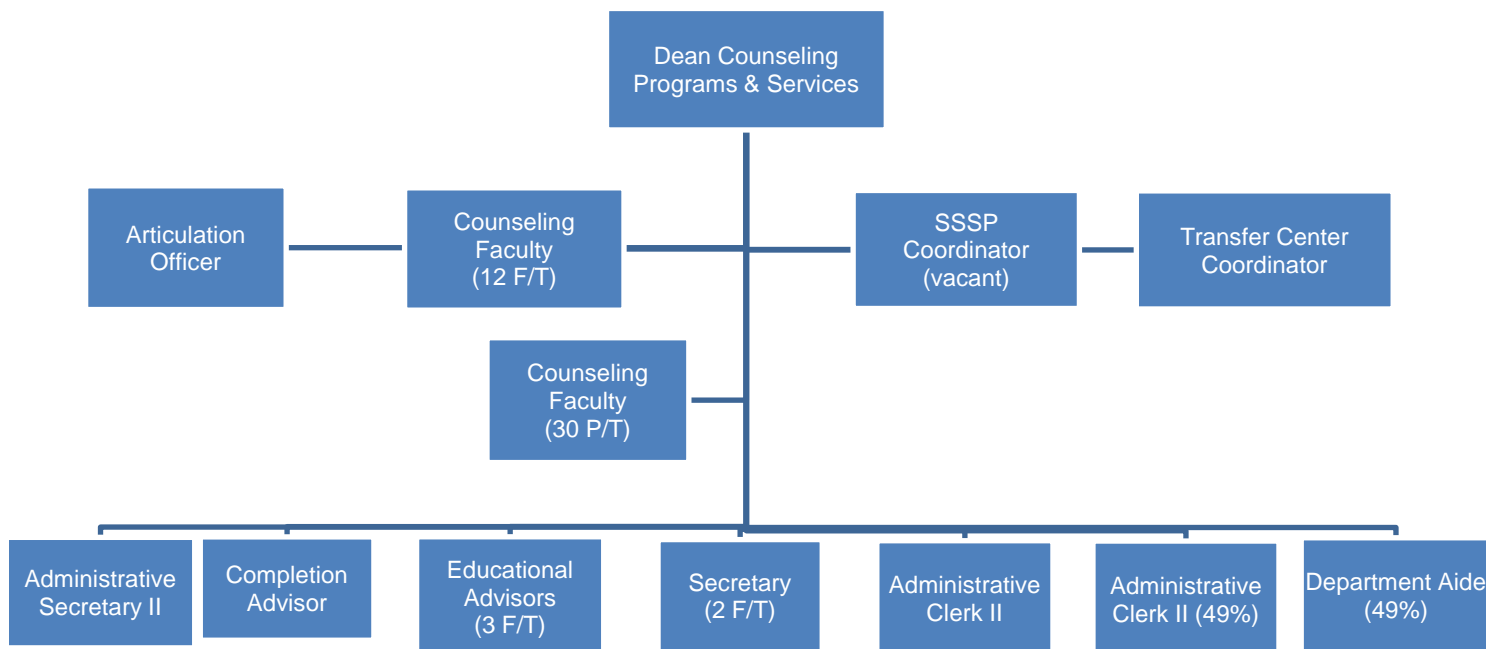
Counseling and Advisement/Transfer Center services include the following:

- Academic counseling, counselor assists the student in assessing, planning, and implementing short and long-range academic goals.
- Career counseling, counselor assists students in assessing aptitudes, abilities, interests, and provides information on current and future employment trends.
- Personal counseling, counselors assist student with navigating personal, family, or other social concerns if it becomes an educational barrier.
- Coordination with the counseling aspects of other services to students which exist on campus, including but not limited to those services provided in programs for students with disabilities and other special needs, assessment/orientation, basic skills, financial assistance programs, and job placement services.
- Evaluation and interpretation of assessment and placement test results and other informal assessment test results.
- Crisis intervention services to deescalate student's immediate emotional distress.
- Provide advocacy for students in liaison roles, articulation, counseling curriculum development, and explanation of student rights and responsibilities.
- Transfer serves as the liaison office between four-year institutions, students and the Citrus College community.

2. Key Functions/Goals:

- Academic counseling
- Transfer counseling
- Career counseling
- Personal counseling
- Coordination with the counseling aspects of other services
- Counseling activities (i.e. in person orientation, class visits, student success courses, High School Counselor Breakfast)
- Follow-Up/Retention (Early Alert, undeclared major, academic standing, probation, and dismissal)
- Serves as the liaison office for baccalaureate level colleges and universities in regard to student admission policies and transfer requirements
- Liaison areas include Athletics, Basic Skills, Career Technical Education, Center for Teacher Excellence, Financial Aid, Health Center, Honors, International Students, I Will Complete College, Nursing, Science, Technology, Engineering and Math (STEM), Visual and Performing Arts, and Veterans Success Center
- Informs the College community of new and changing transfer information and requirements
- Identifies college policies and procedures that are barriers to transfer
- Assist students with their transfer/transition plans, including timely completion and submission of university applications, acquisition of financial aid, housing and child care, and the identification of other available university support services, programs, and personnel to ensure a smooth transition to four-year campuses
- Works closely with the articulation officer to improve transfer rates by building and maintaining pathways to four year colleges through program and courses by course articulation

Organization Chart



3. Assessment of Outcomes:

Assessment: *How did you assess the outcomes? What method did you use?*

Result: *What was the product or consequence of your assessment?*

Change: *What will you do differently as a result of what you learned from the assessment?*

Prompt: You may also include an analysis of workload/scope of work, and/or additional data (ARCC/Scoreboard and CCSSE surveys) to address this topic. Use existing data and/or document with a survey.

<i>Populate with the existing Unit Outcomes</i>				
	Outcome	Assessment	Result	Change
1	Students will understand how to use their student educational plan to earn an associate degree or transfer.	<p>Survey Monkey posttest.</p> <p>Q. 1 e. I understand the courses I need to register for the upcoming term.</p> <p>Students that completed the orientation between February 8 and May 10, 2016, took the survey.</p>	<p>There were 980 usable results. Over 81% (81.4%) of all respondents and just over three quarters (78.8%) of the Early Decision respondents Strongly Agree or Agree to the statement that they understand the courses needed for the upcoming term. For more information refer to Appendix A.</p>	<p>On May 24, 2016 the Counseling and Advisement Center and the Transfer Center Team met to discuss results. Although over 78.8% of respondents indicate that they understand what courses they need, counselors and staff see these same students scheduling individual sessions to find out more about the information they just received in orientation. The 2016-2017 survey will explore what can be done to help these students feel more confident about the Student Educational Plan created in a group setting. The Mastery level will be 89%.</p>
2	Students will understand the transfer requirements and academic advantages of pursuing a specific transfer path to a four-year institution.	<p>From March 17, 2016 to May 12, 2016, the Coordinator of the Transfer Center and staff conducted four (4) workshops and visited two (2) counseling courses and one (1) Kinesiology course (KIN 171).</p> <p>A posttest asking students to respond to questions using multiple choice, true false and fill in answers, was administered in the CSU/ADT 101 (Associate Degree for Transfer) workshops to measure student mastery of the information. For more information refer to Appendix B.</p> <p>The goal is to increase</p>	<p>Eighty six (86) students were surveyed in the CSU/ADT 101 workshops and classroom presentations, yielding the following results:</p> <p>Q1. 98% understand that 60 CSU transferable units are required to obtain the ADT.</p> <p>Q2. 82% understand that the CSU will guarantee admissions into one of the 23 CSU campuses if the ADT is complete.</p> <p>Q3. 88% stated that it is true that completion of the "Golden Four" is required to obtain an ADT.</p> <p>Q4. 75% understand that they are not guaranteed admission into the specific CSU campus they apply to if they complete the ADT.</p>	<p>There were 86 usable results.</p> <p>The Transfer Center will continue to assess this SLO for the 2016-2017 academic year.</p> <p>Additional focus will be made on the specific requirements of the ADT, how the "degree with a guarantee" functions between Citrus College and the CSU and how ADT best serves students at Citrus College.</p> <p>The Transfer Center recommends all staff continue to encourage students to attend ongoing CSU/ADT 101 workshops to learn the requirements and benefits of the ADT and</p>

		<p>awareness of the requirements and benefits of earning an ADT for CSU transfer. Additional emphasis included an explanation as to how the ADT degree and impacted majors at the CSU complement one another. Students will need to demonstrate a high competence level (85% mastery) on all survey responses as a result of the information presented at the workshop(s).</p>	<p>Q5. 72% were able to identify the word "similar" to mean that a transfer student with an ADT from Citrus College can attend the CSU and complete the baccalaureate degree in 60 units in that major.</p>	<p>the CSU system.</p> <p>Next Steps: The Transfer Center Coordinator will continue staff training, conference participation and regional meetings for up to date information to provide to Counseling Programs and Services staff.</p>
3	<p>As a result of participating in a career development resources class visit, the students will demonstrate the ability to identify and utilize career resources.</p>	<p>Assessment of SLO</p> <p>Q1. Do you have a declared course of study/major?</p> <p>Q2. Do you think these resources will assist you in declaring or solidifying your course of study/major?</p>	<p>Career Counselors visited 22 classrooms from multiple disciplines (ex. English, speech, psychology, math, etc.) in spring 2016 during the months of March, April, and May.</p> <p>The goal was to determine whether students would find Focus 2, Candid Career and the Citrus College degree information pages helpful in deciding or solidifying their course of study. The threshold for success was 70%. The survey yielded 243 survey results and a random sample of 100 were used to measure success for this assessment. The sample of 100 students produced the following results:</p> <p>Q1. Do you have a declared course of study/major?</p> <ul style="list-style-type: none"> • Yes: 71 • No: 29 <p>Q2. Do you think these resources will assist you in declaring or solidifying your course of study/major?</p> <ul style="list-style-type: none"> • Yes: 97 • no: 2 • no response: 1 <p>Result: 97 % indicated that Focus 2, Candid Career and Citrus College degree and certificate pages will assist them in declaring or solidifying their course of study/major.</p>	<p>Surveys were distributed and assessed in spring 2016.</p> <p>Classes were visited during March, April and May.</p> <p>The results showed that students agreed that the new career resources of Focus 2, Candid Career and the Citrus College degree information pages help students with deciding or solidifying their course of study.</p> <p>The career counselors shared results at the May 24th Program Team meeting and recommend continued use of these three resources for students who are undecided or unclear about their course of study. Next steps are to continue to train counseling faculty to utilize these tools in their appointments, as well as promote these resources to current and incoming students.</p>

4. Previous Recommendations/Goals:

Prompt: Provide an outline of the previous recommendations. Insert title of person(s) responsible. Status should be Completed or In Progress. If goal is in progress, explain why under status. Indicate completion date by **month/year**.

	Previous Recommendation/ Goals 2015-2016	Person(s) Responsible	Status/ Progress	Completed
1	Hire and train new SSSP Coordinators, five Counselors, Completion Advisor, Office Manager, and Degree Works Adjunct Counselors. EFMP pg. 339; Other: SSSP Plan	Dean and Counseling Faculty	In Progress: Citrus College approved the hire of two full-time counselors, an adjunct counselor for Degree Works and a Completion Advisor for spring 2016. Over 30 adjunct counselors received training in fall 2015.	June 2016
2	Career counselors will enhance webpages with information about a course of study and careers. EFMP pg. 333	Career Counselors	In Progress: Over 40 programs of study are on the Citrus College web page.	June 2016
3	Consider counselor request for 45-minute appointments.	Dean, Counseling Faculty, and Vice President of Student Services	In Progress: Counselors submitted a request and the request is under consideration.	March 2016
4	Provide more opportunities for students to visit four-year colleges through campus tours and to participate in joint programs with four-year colleges. CCSP 2.3.6; EFMP pg. 335	Transfer Center Coordinator	Completed: During 2014-15 the Transfer Center offered five university tours. During 2015-16 the Transfer Center offered 20 university tours, including the Northern tour during spring break.	June 2016
5	Add cubicle space for university representatives in the Counseling area of the Student Services building (2 nd floor).	Dean of Counseling	In Progress: The request was submitted for approval in fall of 2015.	June 2016

5. New Recommendations/Goals:

Prompt: List new recommendations/goals in order of priority. Indicate estimated completion date by **month/year**. If applicable, reference the Citrus College Strategic Plan (CCSP), CCSP Annual Implementation Plan (AIP) item, and/or the Educational Facilities Master Plan (EFMP) goal, using the following format.

Examples: CCSP 5.3, AIP 5.1.2, and/or EFMP pg. 361

	New Recommendation/ Goals 2016-2017	Person(s) Responsible	Estimated Completion	Budget Priority
1 st	Expand counseling liaison work by hiring additional full-time counselors (one for English and one for math), who will work with basic skills math courses 020/029 and 030 using the Early Alert Program. The department also requests liaisons for Career Technical Education and one for STEM to increase completion. The Program also request Counselor/Coordinator positions for SSSP Credit, SSSP noncredit and Transfer. AIP 2.5.1 EFMP pg. 339	Dean, Early Alert and College Success, CTE and STEM Counselors.	Spring 2017	2
2 nd	Develop career resources to assist students in searching for internships and job shadowing experiences. EFMP pg. 332	Career Counselors	Spring 2017	2

3 rd	Educate students on ways to get off of probation by providing in-person SSSP follow-up services such as reinstatement and probation workshops. EFMP p. 339	Counselors	Spring 2017	1
4 th	Provide on-going information and training to all advisors and counselors regarding new transfer options, Associates Degree for Transfer (ADTs), university selection criteria, Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), and university application procedures to ensure that accurate and up-to-date information is being conveyed to students as part of the College of Completion. EFMP pg. 332	Counselors, Articulation Officer and Transfer Center Coordinator	2016-2017 Academic Year	2
5 th	Over the 2016-2017 academic year the Transfer Center Coordinator, Articulation Officer, Completion Advisor, and Transfer Counselor will provide information to faculty about how their courses fit into the Transfer Plan. EFMP pg. 332	Transfer Center Coordinator, Articulation Officer and Transfer Counselor	Spring 2017	2
6 th	Improve the transition of enrolled students into college level courses by working with the SSSP Committee to implement the Common Assessment Initiative (CAI) and Multiple Measures Assessment Project (MMAP). Prepare Early Decision students to participate in the MMAP pilot study fall 2017. AIP 1.2.1, 1.2.2, 5.3.1 EFMP pg. 332	Dean and SSSP Committee	Spring 2017 for Fall 2017 pilot study	2
7 th	Outline course sequences for Degree Works, Associate Degrees for Transfer (ADTS). AIP 2.1.1 EFMP pg. 332	Admissions Evaluators and Articulation Officer	Spring 2017	2
8 th	The articulation officer will outline course pathways for STEM majors. AIP 2.5.2 EFMP pg. 332	Dean and Articulation Officer	Spring 2017	2
9 th	The dean of counseling will work the articulation officer to design, build, and maintain articulation tables. AIP 5.1.2 EFMP pg. 332	Dean of Counseling, Chief Information Officer and Articulation Officer	Spring 2017	2
10 th	Counselors will pilot degree audit and electronic Student Educational Plan (SEP) workshops with students. AIP 5.3.2 EFMP pg. 332	Dean and Counselors	Spring 2017	2
11 th	The SSSP Committee and Early Alert Coordinator will review and assess the current Early Alert system and work to improve faculty usage. AIP 5.3.3 EFMP pg. 332	Dean, Early Alert Coordinator and SSSP Committee	Spring 2017	2
12 th	The dean of CTE will work with the CTE counselor to evaluate career and workforce needs. AIP 5.4.2 EFMP pg. 332	Dean and CTE Counselor Liaison	Spring 2017	2

Program Projections contained in the Educational & Facilities Master Plan 2011-2020	Progress toward completion: (please check one)		
Counseling and Advisement Center	Completed	In Progress	Not yet begun
EFMP – 1 Expand counseling liaison work to additional instructional areas.		X	
EFMP – 2 Increase individualized general services, especially for at risk students, such as those on probation, dismissal, un-decided, enrolled in Basic Skills/College Success courses, or identified through “Early Alert.”		X	
EFMP – 3 Increase student graduation and program completion rates, especially for at-risk students through implementing mandatory orientation and Early Alert programs.	X		
EFMP – 4 Expand the number and kind of counseling courses offered.	X		
EFMP – 5 Improve the delivery of counseling services through the use of additional technology, including online counseling, an electronic SEP and a degree audit system.		X	
EFMP – 6 Collaborate with Technology and Computer Services to link SARS scheduling data to MIS reporting elements and to train counselors on SARS reporting.	X		

6. Resources Requested:

Prompt: All requests should be linked to new recommendations (above). Include the reference number in the “Discuss impact on goals / SLOs” field below. Use the Link to Planning Key found on the General Budget Guidelines page to complete the Link to Planning column.

Counseling and Advisement/Transfer Center

Certificated Personnel (FNIC)

Position	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
One Full-Time Tenure Track Transfer Counselor or Transfer Coordinator	Goal: Improve transfer rates to CSU, UC and private colleges. Impact: Citrus College will be known as an excellent option for transfer in the region. New recommendation #4 and #5	Salary \$60,583 Benefits \$8,560 Health \$21,814 <hr/> Total: \$90,957	2	EFMP pg. 332, 335
One Full-Time Tenure Track Basic Skills Counselor for math	Goal: Students will receive the support they need to complete their goals. Impact: In accordance with the statewide Student Success and Support Program, Citrus College counselors will provide stronger support for students entering college to identify and meet their goals. New recommendation #1	Salary \$60,583 Benefits \$8,560 Health \$21,814 <hr/> Total: \$90,957	2	EFMP pg. 336, 339
One Full-Time Tenure Track Basic Skills Counselor for English	Goal: Students will receive the support they need to complete their goals. Impact: In accordance with the statewide Student Success and Support Program, Citrus College counselors will provide stronger support for students entering college to identify	Salary \$60,583 Benefits \$8,560 Health \$21,814 <hr/> Total: \$90,957	2	EFMP pg. 336, 339

	and meet their goals. New recommendation #1			
One Full-Time Tenure Track SSSP Counselor with STEM liaison	Goal: Students entering a STEM major will receive the support they need to complete their goals. Impact: In accordance with the statewide Student Success and Support Program Citrus College counselors will provide stronger support for students entering college to identify and meet their goals. New recommendation #1	Salary \$60,583 Benefits \$8,560 Health \$21,814 <hr/> Total: \$90,957	2	EFMP pg. 336, 339
One Full-Time Tenure Track Counselor with liaison relationship to Career and Technical Education (CTE) programs	Goal: Assist CTE students in meeting goals of certificate of completion and transfer. Impact: Expanding counselor liaison work will result in increased student completion of goals. New recommendation #1	Salary \$60,583 Benefits \$8,560 Health \$21,814 <hr/> Total: \$90,957	2	EFMP pg. 336, 339
One Full-Time Tenure Track International Student Counselor	Goal: Assist the International Student Center with comprehensive counseling services. Impact: Improved outcomes in the completion rates of International Students. New recommendation #1	Salary \$60,583 Benefits \$8,560 Health \$21,814 <hr/> Total: \$90,957	2	EFMP pg. 336, 339
One Full-Time Tenure Track SSSP Coordinator for Credit	Goal: Assist with the implementation of the SSSP Plan. Impact: In accordance with the statewide Student Success and Support Program Citrus College counselors will provide stronger support for students entering college to identify and meet their goals. New recommendation #1	Salary \$60,583 Benefits \$8,560 Health \$21,814 <hr/> Total: \$90,957	2	EFMP pg. 336, 339
One Full-Time Tenure Track SSSP Coordinator for Noncredit	Goal: Assist with the implementation of the noncredit SSSP plan and improve services for noncredit students. Impact: In accordance with the statewide Student Success and Support Program Citrus College counselors will provide stronger support for students entering college to identify and meet their goals. New recommendation #1	Salary \$60,583 Benefits \$8,560 Health \$21,814 <hr/> Total: \$90,957	2	EFMP pg. 336, 339
One Full-Time SSSP Manager	Goal: Assist the Dean of Counseling in coordinating core credit SSSP services including developing and monitoring program plans and budget. Impact: Improved student outcomes and MIS reporting. New recommendation #1	Salary \$124,044 Benefits \$ 29,134 Health \$ 22,506 <hr/> Total: \$175,684	2	EFMP pg. 336, 339

One Full-Time Director, Career/Transfer Center	<p>Goal: Assist the Dean of Counseling in coordinating core Career/Transfer Center services including developing and monitoring program plans and budget.</p> <p>Impact: Improved student outcomes for transfer and completion.</p> <p>New recommendation #1</p>	<p>Salary \$124,044 Benefits \$ 29,134 Health \$ 22,506 Total: \$175,684</p>	2	EFMP pg. 332, 335
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Classified Personnel

Position	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
Transfer Completion Advisor	<p>Goal: Hire a Transfer Completion Advisor to assist the Transfer Coordinator in planning transfer events including CSU ADT workshops, UC Pathways workshops, fieldtrips and advisory committee meetings.</p> <p>Impact: Students will become aware of the ADT process for transfer to CSU and the pathway process for the UC system.</p> <p>New recommendation #4 and #5</p>	<p>Salary \$51,276 Benefits \$10,997 Health \$22,000 Total: \$84,273</p>	2	EFMP pg. 336, 339

Staff Development (Division)

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
Annual California State University (CSU) Counselor conference	<p>Goal: Send counselors, adjuncts, and educational advisors to the annual CSU Counselor conference.</p> <p>Impact: Counselors, adjuncts, and educational advisors will remain up to date on admissions, transfer policies, and campus specific programs and services for the CSU system.</p> <p>New recommendation #4</p>	\$3,375 (estimated 45 x \$75 each)	2	EFMP pg. 335
Annual University of California (UC) Counselor conference	<p>Goal: Send counselors, adjuncts, and educational advisors to the annual UC Counselor conference.</p> <p>Impact: Counselors, adjuncts, and educational advisors will remain up to date on admissions, transfer policies, and campus specific programs and services for the UC system.</p> <p>New recommendation #4</p>	\$2,700 (estimated 45 x \$60 each)	2	EFMP pg. 335
Annual Ensuring Transfer Success (ETS) conference	<p>Goal: Counselors and educational advisors will be able to attend valuable conferences presented by the Chancellor's Office.</p> <p>Impact: These trainings allow counselors to provide the most up-to-date and accurate information to students. This helps with the development of Student Educational Plans.</p> <p>New recommendation #4</p>	\$4,725 (estimated 45 x \$105 each)	2	EFMP pg. 335

Attend the California Intersegmental Articulation Counsel (CIAC) training annually.	<p>Goal: The Articulation officer will attend the CIAC training every year.</p> <p>Impact: The Articulation Officer attends training each year to stay up to date with constant changes in articulation. Lodging/travel varies with location.</p> <p>New recommendation #4</p>	\$500 per person (lodging/travel expense varies annually)	2	EFMP pg. 335
Attend the annual Western Association for College Admission Counseling (WACAC) Conference	<p>Goal: Have the Transfer Center Coordinator attend the WACAC conference.</p> <p>Impact: The Transfer Center Coordinator attends this annual conference to stay up to date with current transfer issues student transfer rates. Annual venue is not consistent. Sometimes a lodging expense is incurred for longer distances.</p> <p>New recommendation #4</p>	\$700 per person (lodging/travel expense varies annually)	2	EFMP pg. 335

Facilities (Facilities)

Describe repairs or modifications needed and location	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
New cubicle for Transfer Center Secretary	<p>Goal: Locate Transfer Center Secretary near the coordinator to improve the visibility of the Transfer Center staff.</p> <p>Impact: Moving the Transfer Center Secretary allows for better communication and organization.</p> <p>New recommendation #4</p>	\$4,200	2	EFMP pg. 332, 335

Computers / Software (TeCS)

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
31 Computers with towers and dual monitors	<p>Goal: To replace 35 computers with new towers and install dual monitors to each tower. The plan is to order 16 towers and dual monitors during the 2015-2016 year and 15 during the 2016-2017 year.</p> <p>Impact: In order to assist students with the degree audit, Assist.org, College Source, CSU Mentor and UC Pathways counselors request new towers with dual monitors for 35 computers. The dean of counseling will work with the director of TeCS to order and install equipment.</p> <p>New recommendation #1 and #2</p>	\$176,218	2	EFMP pg. 339; Other: SSSP Plan

Equipment

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
N/A				

Supplies (Division)

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link to Planning
N/A				

Appendix A

New Student Orientation Survey

Question 1e: After attending Orientation, please rate your level of agreement to the following statement – “I understand the courses that I will register for the upcoming term.”

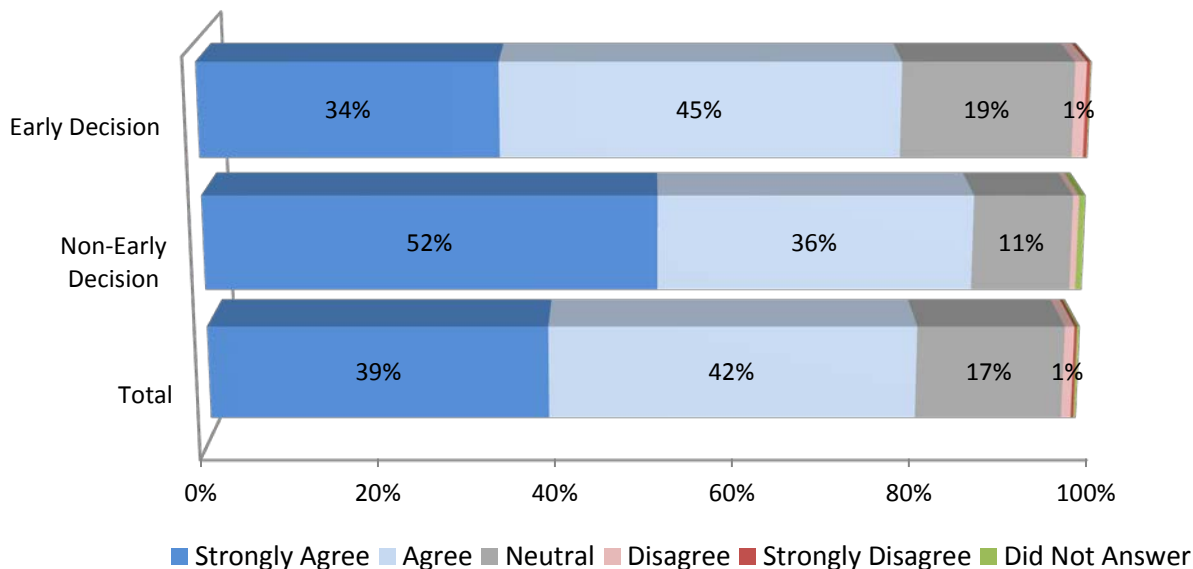
The fifth question in the survey asked respondents to rate their level of agreement on a scale of Strongly Agree to Strongly Disagree to the following statement: “I understand the courses that I will register for the upcoming term.”

Table 1e illustrates the actual count of responses as well as corresponding percentages for this statement. Over 81% (81.4%) of all respondents and just over three quarters (78.8%) of Early Decision respondents Strongly Agree or Agree to the statement. Almost 2% (1.7%) of Early Decision respondents Disagree or Strongly Disagree. Figure 1e graphically illustrates these percentages.

Table 1e: “I understand the courses that I will register for the upcoming term.”

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Did not answer question	Total Count
Early Decision	33.8% (n=231)	45.0% (n=308)	19.3% (n=132)	1.3% (n=9)	0.4% (n=3)	0.1% (n=1)	684
Non-Early Decision	51.6% (n=153)	35.8% (n=106)	11.2% (n=33)	0.7% (n=2)	0.0% (n=0)	0.7% (n=2)	296
Total	39.1% (n=384)	42.3% (n=414)	16.9% (n=165)	1.1% (n=11)	0.3% (n=3)	0.3% (n=3)	980

Figure 1e: “I understand the courses that I will register for the upcoming term.”



Appendix B**Transfer Degree Workshop Questionnaire
Spring 2016**

1.) How many California State University (CSU) transferrable units are required to complete an Associate Degree for Transfer (ADT)?

- a. 30
- b. 60
- c. 90
- d. None of the above

2.) True or False:

The CSU system will guarantee my admission into one of the 23 CSU campuses if I complete the ADT degree requirements.

3.) True or False:

One requirement of the ADT is to complete the "Golden Four."

4.) True or False:

With my ADT degree, the CSU will guarantee my admission into the CSU campus I apply to.

5.) If an ADT program of study is deemed as "_____ " to the program of study at a CSU campus, it means that a transfer student graduating with that ADT from Citrus College can attend the receiving CSU campus and be able to complete the baccalaureate degree in 60 CSU units in that particular major.

- a. Identical
- b. Same
- c. Different
- d. Similar

6.) As a result of participating in this workshop, is there anything that you are still unclear about the Associate Degree for Transfer (ADT) degree?

7.) Do you have any suggestions as to how to improve this workshop?

8.) Do you have any recommendations so that we can reach more students with about this information?